About The New England **Common Assessment Program**

This report highlights results ENGLAN from the Fall 2007 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to \square students in New MMO Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment ASSESSMENT program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade - in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiplechoice and constructed-response questions. Constructed-response questions require

students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or

informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

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This report contains a variety of schooland/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2007 **Beginning of Grade 11 NECAP** Tests

Grade 11 Students in 2007-2008

School Results

School:	Mt. Hope High School
District:	Bristol Warren
Code:	96-96107



Fall 2007 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2007-2008 Grade Level Summary Report

School: Mt. Hope High SchoolDistrict: Bristol WarrenState: Rhode IslandCode: 96-96107

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2006-07 school year, first year LEP students, students who withdrew from the school after October 1, 2007, students who enrolled

in the school after October 1, 2007, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

					Number	r							P	ercentag	ge			
PARTICIPATION in NECAP		School			District			State			School			District			State	
Students enrolled on or after October 1		277			285			11,661			100			100			100	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	273	272	272	281	280	280	11,145	11,174	11,131	99	98	98	99	98	98	96	96	95
Students not tested in NECAP																		
State Approved	2	2	2	2	2	2	192	147	165	1	1	1	1	1	1	2	1	1
Alternate Assessment	0	0	0	0	0	0	58	61	58	0	0	0	0	0	0	0	1	0
First Year LEP	0	0	0	0	0	0	53	0	53	0	0	0	0	0	0	0	0	0
Withdrew After October 1	0	0	0	0	0	0	57	59	42	0	0	0	0	0	0	0	1	0
Enrolled After October 1	0	0	0	0	0	0	4	4	5	0	0	0	0	0	0	0	0	0
Special Consideration	2	2	2	2	2	2	20	23	7	1	1	1	1	1	1	0	0	0
Other	2	3	3	2	3	3	324	340	365	1	1	1	1	1	1	3	3	3

NECAP RESULTS

						School										Dist	trict					Sta	ate		
	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	Ν	Ν	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
READING	277	2	2	273	75	27	142	52	42	15	14	5	1147	281	27	51	16	7	1147	11145	16	45	24	14	1143
MATH	277	2	3	272	7	3	72	26	79	29	114	42	1135	280	3	26	28	44	1134	11174	1	21	27	51	1132
WRITING	277	2	3	272	11	4	151	56	99	36	11	4	6.8	280	4	54	36	6	6.6	11131	3	34	49	14	5.7

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



Fall 2007 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2007-2008 Reading Results

School: Mt. Hope High SchoolDistrict: Bristol WarrenState: Rhode IslandCode: 96-96107

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from gradeappropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08	277	2	2	273	75	27	142	52	42	15	14	5	1147
DISTRICT 2007-08	285	2	2	281	75	27	142	51	45	16	19	7	1147
STATE 2007-08	11661	192	324	11145	1827	16	5056	45	2726	24	1536	14	1143

	Total			F	Percen	t of To	otal Po	ssible	Point	s		
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100
Word ID/Vocabulary	19								♦ ★			
Type of Text												
Literary	42						•	*	-			
Informational	43								-			
Level of Comprehension												
Initial Understanding	35							•	▲			
Analysis & Interpretation	50						•	*				



Fall 2007 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2007-2008 Disaggregated Reading Results

School: Mt. Hope High SchoolDistrict: Bristol WarrenState: Rhode IslandCode: 96-96107

						Scho	ol									Dist	rict					Sta	ate		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	vel 4	Lev	rel 3	Lev	vel 2	Lev	rel 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	277	2	2	273	75	27	142	52	42	15	14	5	1147	281	27	51	16	7	1147	11145	16	45	24	14	1143
Gender																									
Male	141	2	1	138	25	18	79	57	25	18	9	7	1145	144	17	55	19	9	1144	5561	12	43	27	18	1141
Female	136	0	1	135	50	37	63	47	17	13	5	4	1150	137	36	46	13	4	1149	5583	20	48	22	9	1145
Not Reported	0	Ő	0	0		5.								0			15			1	2.0			5	
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0		1								0						66	6	32	36	26	1136
Asian	2	0	0	2										2						302	21	46	20	14	1143
Black or African American	2	Ő	0	2										2						920	5	36	33	26	1137
Hispanic or Latino	7	0	1	6										6						1681	4	36	37	22	1137
Native Hawaiian or Pacific Islander	0	0	0	0										ŏ						0	-	50	57	~~~	''''
White (non-Hispanic)	266	2	1	263	73	28	137	52	40	15	13	5	1147	271	27	51	16	7	1147	8172	20	48	21	11	1145
No Primary Race/Ethnicity Reported	200	0	0	0	/5	20	157	52	40	15	15	, ,	1147	0	21		10	· /	114/	4	20	40	21		1145
LEP Status																									
	3	0	1	2										2						246		6	25	59	1120
Currently receiving LEP services		-		0																	0		35		1128
Former LEP student - monitoring year 1	0	0	0	-										0						81	1	19	48	32	1133
Former LEP student - monitoring year 2	0	0	0	0 271	75	28	140	53	41	15	10	5	1140	0 279	27	51	10	6	1147	42 10776	2 17	33 47	40	24 13	1136
All Other Students	274	2	I	271	/5	28	142	52	41	10	13	2	1148	279	27	51	16	6	1147	10776	17	47	24	15	1143
IEP				26				25			_					27		26		1001		22		40	
Students with an IEP	26	0	0	26	1	4	9	35	9	35	7	27	1135	33	3	27	33	36	1132	1804	2	22	34	42	1132
All Other Students	251	2	2	247	74	30	133	54	33	13	7	3	1149	248	30	54	14	3	1149	9341	19	50	23	8	1145
SES																									
Economically Disadvantaged Students	54	0	1	53	12	23	26	49	9	17	6	11	1145	57	21	46	19	14	1143	3155	6	38	34	22	1138
All Other Students	223	2	1	220	63	29	116	53	33	15	8	4	1148	224	28	52	15	5	1148	7990	21	48	21	10	1145
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	277	2	2	273	75	27	142	52	42	15	14	5	1147	281	27	51	16	7	1147	11145	16	45	24	14	1143
Title I																									
Students Receiving Title I Services	0	0	0	0										0						742	3	38	39	20	1138
All Other Students	277	2	2	273	75	27	142	52	42	15	14	5	1147	281	27	51	16	7	1147	10403	17	46	23	13	1143
504 Plan																									
Students with a 504 Plan	7	0	0	7		1				1				7				1		246	17	53	23	6	1145
All Other Students	270	2	2	266	74	28	136	51	42	16	14	5	1147	274	27	50	16	7	1147	10899	16	45	24	14	1143

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



Fall 2007 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2007-2008 Mathematics Results

School: Mt. Hope High SchoolDistrict: Bristol WarrenState: Rhode IslandCode: 96-96107

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	N	%	Score
SCHOOL 2007-08	277	2	3	272	7	3	72	26	79	29	114	42	1135
DISTRICT 2007-08	285	2	3	280	7	3	72	26	79	28	122	44	1134
STATE 2007-08	11661	147	340	11174	123	1	2340	21	3032	27	5679	51	1132

	Total				Perce	nt of To	otal Po	ssible	Point	5				
Subtopic	Possible Points	0	10	20	30	40	50	60	70	80	90	100 		
Numbers and Operations	20			● ★ ◆									•	School District
Geometry and Measurement	42												•	State
Functions and Algebra	55				•	●								Error Bar
Data, Statistics, and Probability	19				+	-								



Fall 2007 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2007-2008

Disaggregated Mathematics Results

School: Mt. Hope High SchoolDistrict: Bristol WarrenState: Rhode IslandCode: 96-96107

REPORTING CATEGORIES trolled NT Approved NT Other NT Other rested LewI LewI LewI LewI Month Ne No No<							Scho	ol									Dist	rict						Sta	ite		
All Students 277 2 3 272 7 3 72 26 79 29 114 42 1135 280 3 26 28 44 Gender Male Female 114 2 1 138 5 4 33 24 41 30 59 43 1134 144 3 23 28 55 41 1135 144 3 23 28 55 41 1135 144 3 23 28 55 41 1135 144 3 23 28 55 41 1135 144 3 23 28 43 Primary Race/Ethnicity Asian 2 0 0 2		Enrolled			Tested	Lev	vel 4	Lev	vel 3	Lev	vel 2	Lev	el 1		Tested				Level 1	Mean Score		d	Level 4	Level 3	Level 2	Level 1	Mean Score
Gender Name Int <		N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N		%	%	%	%	N
Male Fenale 141 136 2 1 138 2 5 4 33 3 24 41 39 30 29 55 41 41 134 136 144 3 3 29 28 28 45 42 Primary Race/Ethnicity American Indian or Alaskan Native Asian 0 0 0 0 0 0 0 2 134 134 2 134 135 23 28 28 42 44 42 Primary Race/Ethnicity Asian 0 0 0 0 0 0 2 1 39 29 38 28 55 41 1135 136 1 29 28 44 American Indian or Alaskan Native Asian 0 0 0 0 2	All Students	277	2	3	272	7	3	72	26	79	29	114	42	1135	280	3	26	28	44	1134	4 111	4	1	21	27	51	1132
Male Franzie 141 136 2 1 138 134 5 4 33 134 24 41 135 30 28 55 41 135 134 136 134 129 28 28 45 42 Primary Race/Ethnicity American Indian or Alaskan Native Asian 0 0 0 0 0 0 0 2 134 134 2 134 2 2 135 2 2 4 41 2 135 136 2 1 29 28 28 42 44 Primary Race/Ethnicity Ada da or African American Hisparic or Latino 7 0 0 0 2 2 0 0 2	Gender																										
Fernale Not Reported 136 0 2 134 2 1 39 29 38 28 55 41 1135 136 1 29 28 42 Primary Race/Ethnicity American Indian or Alaskan Native Asian 0 0 0 0 0 0 0 0 2 1 39 29 38 28 55 41 1135 136 1 29 28 42 Primary Race/Ethnicity American Indian or Alaskan Native Asian 0 0 0 0 0 0 2 3 2 2 2<		141	2	1	138	5	4	33	24	41	30	59	43	1134	144	3	23	28	45	1133	3 557	9	1	22	24	52	1132
Not Reported 0 <t< td=""><td></td><td></td><td>0</td><td>2</td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1135</td><td></td><td></td><td>1</td><td>19</td><td>30</td><td>50</td><td>1132</td></t<>			0	2			1													1135			1	19	30	50	1132
American Indian or Alaskan Native 0																					1						
American Indian or Alaskan Native 0	Primary Race/Ethnicity																										
Asian 2 0 0 2 2 0 0 2 <th2< th=""> <th2< th=""> <th2< th=""> <th2< th=""></th2<></th2<></th2<></th2<>		0	0	0	0										0						65		0	14	25	62	1128
Back or African American 2 0 0 2 0 0 2 0 1 6 0 2 7 3 70 27 78 30 107 41 1135 20 3 26 29 43 LEP Status former LFP student - monitoring year 1 enter students 3 0 1 2 78 30 107 41 1135 20 33 26 29 43 LEP Status former LFP student - monitoring year 1 enter students 3 0 1 2 78 78 79 29 112 41 1135 270 33 26 29 43 LEP student - monitoring year 1 0<		2	0	0	2										2						308	:	4	28	27	41	1135
Native Hawaiian or Pacific Islander 0	Black or African American		0	0	2										2						92		0	6	18	76	1126
Native Hawaiian or Pacific Islander 0	Hispanic or Latino	7	0	1	6										6						171	6	0	6	19	75	1126
No Primary Race/Ethnicity Reported 0 0 0 0 1 <th1< th=""> <th1< th=""> 1 <</th1<></th1<>		0	0	0	0										0						0						
No Primary Race/Ethnicity Reported 0 0 0 0 1 <th1< th=""> <th1< th=""> 1 <</th1<></th1<>	White (non-Hispanic)	266	2	2	262	7	3	70	27	78	30	107	41	1135	270	3	26	29	43	1134	4 815	8	1	26	30	43	1134
Currently receiving LEP services 3 0 1 2 <th< td=""><td></td><td>0</td><td>0</td><td></td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td></td><td></td><td></td><td></td><td></td><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td></th<>		0	0		0										0						4						
Currently receiving LEP services 3 0 1 2 <th< td=""><td>IFP Status</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>	IFP Status																										
Former LEP student - monitoring year 1 Former LEP students 0 0 274 0 2 0 0 274 0 2 0 0 2 0 0 0 0 2 0 0 0 0		3	0	1	2										2						29		0	3	6	92	1120
Former LEP student - monitoring year 2 0 0 2 0 0 2 0 0 2 2 0 0 2 7 3 72 27 79 29 112 41 1135 0 28 28 43 IEP Students with an IEP All Other Students 26 0 0 26 0 0 26 0 0 1 4 1 4 24 90 33 0 3 3 94 Students with an IEP All Other Students 26 0 0 26 0 0 1 4 1 4 24 90 37 1136 24 29 33 0 3 3 94 SES Economically Disadvantaged Students 54 0 1 53 2 4 12 23 13 25 26 49 1132 57 4 21 23 53 All Other Students 0 0 0 0 0 0 0 1135 27 27			0	0											0						81		0	2	10	88	1124
All Other Students 274 2 2 270 7 3 72 27 79 29 112 41 1135 278 3 26 28 43 IEP Students with an IEP All Other Students 26 0 0 26 0 0 26 0 0 1 4 1 4 24 92 1123 33 0 3 3 26 28 43 IEP Students with an IEP All Other Students 26 0 0 266 0 0 1 4 1 4 24 92 1123 33 0 3 3 94 SES Economically Disadvantaged Students 54 0 1 53 2 4 12 23 13 25 26 49 1135 57 4 21 23 53 All Other Students 0 0 1 53 2 4 12 23 13 25 26 49 1135 57 4 21 23 53 <t< td=""><td></td><td></td><td>0</td><td></td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>0</td><td></td><td></td><td></td><td></td><td></td><td>42</td><td></td><td>0</td><td>7</td><td>17</td><td>76</td><td>1126</td></t<>			0		0										0						42		0	7	17	76	1126
Students with an IEP 26 0 0 26 0 0 1 4 1 4 24 92 1123 33 0 3 3 94 All Other Students 251 2 3 246 7 3 71 29 78 32 90 37 1136 247 3 29 32 37 SES Economically Disadvantaged Students 54 0 1 53 2 4 12 23 13 25 26 49 1132 57 4 21 23 53 All Other Students 54 0 1 23 21 23 13 25 26 49 1135 273 2 27 30 41 Migrant Migrant Students 0 0 0 0 0 277 7 3 72 26 79 29 114 42 1135 280 33 26 28 44 Migrant Students 0 0 0 0<			2		270	7	3	72	27	79	29	112	41	1135		3	26	28	43	1134		6	1	22	28	49	1133
Students with an IEP 26 0 0 26 0 0 1 4 1 4 24 92 1123 33 0 3 3 94 All Other Students 251 2 3 246 7 3 71 29 78 32 90 37 1136 247 3 29 32 37 SES Economically Disadvantaged Students 54 0 1 53 2 4 12 23 13 25 26 49 1132 57 4 21 23 53 All Other Students 54 0 1 23 21 23 13 25 26 49 1135 273 2 27 30 41 Migrant Migrant Students 0 0 0 0 0 277 7 3 72 26 79 29 114 42 1135 280 33 26 28 44 Migrant Students 0 0 0 0<	IEP																										
All Other Students 251 2 3 246 7 3 71 29 78 32 90 37 1136 247 3 29 32 37 SES Economically Disadvantaged Students 54 0 1 53 2 4 12 23 13 25 26 49 1132 57 4 21 23 53 All Other Students 54 0 1 23 21 23 13 25 26 49 1132 57 4 21 23 53 All Other Students 0 0 0 0 0 277 66 30 88 40 1135 223 2 24 21 23 53 Migrant Migrant Students 0 0 0 0 277 7 3 72 26 79 29 114 42 1135 26 28 44 Migrant Students 0 0 0 0 0 0 0 0		26	0	0	26	0	0	1	4	1	4	24	92	1123	33	0	3	3	94	1122	2 179	6	0	3	10	87	1123
Economically Disadvantaged Students 54 0 1 53 2 4 12 23 13 25 26 49 1132 57 4 21 23 53 All Other Students 223 2 2 2 2 2 2 66 30 88 40 1135 223 2 27 30 41 Migrant Migrant Students 0 0 0 0 0 0 272 7 3 72 26 79 29 114 42 1135 28 3 26 28 44 Title I Students Receiving Title I Services 0 <td></td> <td></td> <td>2</td> <td></td> <td>246</td> <td></td> <td></td> <td>71</td> <td>29</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>37</td> <td>1136</td> <td></td> <td></td> <td>1</td> <td>24</td> <td>30</td> <td>44</td> <td>1134</td>			2		246			71	29										37	1136			1	24	30	44	1134
Economically Disadvantaged Students 54 0 1 53 2 4 12 23 13 25 26 49 1132 57 4 21 23 53 All Other Students 223 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 3 41 Migrant Migrant Students 0 0 0 0 0 0 0 2 7 3 72 26 79 29 114 42 1135 28 3 26 28 44 Title I Students Receiving Title I Services 0	SES																										
All Other Students 223 2 2 219 5 2 60 27 66 30 88 40 1135 223 2 27 30 41 Migrant Migrant Students 0 0 0 0 0 0 272 7 3 72 26 79 29 114 42 1135 223 2 27 30 41 Migrant All Other Students 0 0 0 0 0 77 3 72 26 79 29 114 42 1135 20 3 26 28 44 Title I Students Receiving Title I Services 0 <th< td=""><td></td><td>54</td><td>0</td><td>1</td><td>53</td><td>2</td><td>4</td><td>12</td><td>23</td><td>13</td><td>25</td><td>26</td><td>49</td><td>1132</td><td>57</td><td>4</td><td>21</td><td>23</td><td>53</td><td>1131</td><td>318</td><td>7</td><td>0</td><td>9</td><td>21</td><td>71</td><td>1128</td></th<>		54	0	1	53	2	4	12	23	13	25	26	49	1132	57	4	21	23	53	1131	318	7	0	9	21	71	1128
Migrant Students 0			2																	1135			1	26	30	43	1134
Migrant Students 0	Migrant																										
All Other Students 277 2 3 272 7 3 72 26 79 29 114 42 1135 280 3 26 28 44 Title I Students Receiving Title I Services 0 <		0	0	0	0										0						0						
Students Receiving Title I Services 0 0 0 0 0 0 0			2			7	3	72	26	79	29	114	42	1135		3	26	28	44	1134	4 111	4	1	21	27	51	1132
Students Receiving Title I Services 0 0 0 0 0 0 0	Title I																										
		0	0	0	0										0		1				75		0	6	23	71	1128
			2		272	7	3	72	26	79	29	114	42	1135	280	3	26	28	44	1134			1	22	27	49	1132
504 Plan	504 Plan																										
Students with a 504 Plan 7 0 0 7 7		7	0	0	7						1				7						24		0	26	28	46	1134
All Other Students 270 2 3 265 7 3 71 27 79 30 108 41 1135 273 3 26 29 42		270	2		265	7	3	71	27	79	30	108	41	1135	273	3	26	29	42	1134			1	21	27	51	1132
				_												-											

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient



Fall 2007 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2007-2008 Writing Results

School: Mt. Hope High SchoolDistrict: Bristol WarrenState: Rhode IslandCode: 96-96107

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Mean
	N	N	N	N	N	%	N	%	N	%	Ν	%	Score
SCHOOL 2007-08	277	2	3	272	11	4	151	56	99	36	11	4	6.8
DISTRICT 2007-08	285	2	3	280	11	4	151	54	100	36	18	6	6.6
STATE 2007-08	11661	165	365	11131	357	3	3744	34	5495	49	1535	14	5.7

	Total			I	Percen	t of To	otal Po	ossible	Point	s			Number	I	Distri			Scor romp		nts	
Strand	Possible Points	0	10	20	30	40	50	60	70	80	90	100	of Prompts		0	1	2	3	4	5	6
													Trompto		%	%	%	%	%	%	%
Writing in Response to Text • Response to Informational Text • Response to Literary Text	12						- -⊿ ◆	•					2	School District State	0 2 1	4 4 11	11 12 26	37 36 34	39 38 22	7 7 6	2 2 0
Informational Writing • Report • Procedure • Persuasive Essay	18						- 	•					3	School District State	1 2 2	2 3 11	11 11 24	38 38 34	40 40 24	7 7 6	0 0 0
Expressive Writing • Reflective Essay	6					•	•	_					1	School District State	3 5 7	3 5 18	17 16 29	49 46 31	23 22 14	6 5 2	0 0 0



Fall 2007 - Beginning of Grade 11 NECAP Tests Grade 11 Students in 2007-2008 Disaggregated Writing Results

School: Mt. Hope High SchoolDistrict: Bristol WarrenState: Rhode IslandCode: 96-96107

						Scho	ol									Dist	rict					Sta	ite		
REPORTING CATEGORIES	Enrolled	NT Approved	NT Other	Tested	Lev	vel 4	Lev	vel 3	Lev	vel 2	Lev	rel 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	277	2	3	272	11	4	151	56	99	36	11	4	6.8	280	4	54	36	6	6.6	11131	3	34	49	14	5.7
Gender																									
Male	141	2	1	138	4	3	69	50	58	42	7	5	6.5	144	3	48	40	9	6.3	5555	2	27	50	20	5.3
Female	136	0	2	134	7	5	82	61	41	31	4	3	7.0	136	5	60	31	4	7.0	5575	4	40	48	7	6.2
Not Reported	0	0	0	0		5	02					5		0			5.			1			10		0.2
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0				1		1				0			1			68	3	19	57	21	5.0
Asian	2	0	Ő	2										2						301	5	37	45	13	6.0
Black or African American	2	0	0 0	2										2						914	1	21	55	23	4.9
Hispanic or Latino	7	0	1	6										6						1679	0	21	60	19	5.0
Native Hawaiian or Pacific Islander	0	ő	0	0				1		1				0			1			0	Ŭ		1 00		5.0
White (non-Hispanic)	266	2	2	262	11	4	145	55	97	37	9	3	6.8	270	4	54	36	6	6.6	8165	4	38	47	12	6.0
No Primary Race/Ethnicity Reported	0	0	0	0			145	55	57	57	5	5	0.0	0	4	54	50	0	0.0	4	4	50	4/	12	0.0
LEP Status																									
Currently receiving LEP services	3	0	1	2										2						245	0	3	44	53	3.5
Former LEP student - monitoring year 1	0	0	0	0										0						80	0	6	79	15	4.6
Former LEP student - monitoring year 1	0	0	0	0				1						0		1	1			42	0	19	76	5	5.4
All Other Students	274	2	2	270	11	4	151	56	98	36	10	4	6.8	278	4	54	36	6	6.6	10764	3	35	49	13	5.8
IEP																									
Students with an IEP	26	0	0	26	0	0	7	27	15	58	4	15	5.2	33	0	21	48	30	4.4	1802	0	8	51	40	3.9
All Other Students	251	2	3	246	11	4	144	59	84	34	7	3	6.9	247	4	58	34	3	6.9	9329	4	39	49	9	6.1
SES																									
Economically Disadvantaged Students	54	0	1	53	2	4	25	47	21	40	5	9	6.2	57	4	44	39	14	5.8	3152	1	22	57	20	5.0
All Other Students	223	2	2	219	9	4	126	58	78	36	6	3	6.9	223	4	57	35	4	6.8	7979	4	38	46	11	6.0
Migrant																									
Migrant Students	0	0	0	0										0						0					
All Other Students	277	2	3	272	11	4	151	56	99	36	11	4	6.8	280	4	54	36	6	6.6	11131	3	34	49	14	5.7
Title I																									
Students Receiving Title I Services	0	0	0	0										0						740	0	19	62	19	5.0
All Other Students	277	2	3	272	11	4	151	56	99	36	11	4	6.8	280	4	54	36	6	6.6	10391	3	35	48	13	5.8
504 Plan																									
Students with a 504 Plan	7	0	0	7		1				1			1	7		1	1			245	3	31	58	9	5.9
All Other Students	270	2	3	265	11	4	149	56	94	35	11	4	6.8	273	4	55	35	7	6.6	10886	3	34	49	14	5.7

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